

2006 Ph.D. in Education Student/Faculty Handbook

FOREWORD

Welcome to the **Ph.D. in Education Program**!! I am pleased that you have decided to start on the journey to join the over 220 graduates who have earned the doctorate in the School of Education. The program you are entering enjoys a reputation for high standards and quality students.

This *Handbook* is designed to serve not only as a guide to doctoral students and advisors, but also as a policy manual in all matters pertaining to the Ph.D. in Education program. With these dual functions, it is important that all users--students, instructors, and faculty advisors--become familiar with its contents.

Students should also become familiar with the VCU *Graduate Bulletin*, because it articulates University policies and information related to graduate study. Inasmuch as graduate students are ultimately responsible for meeting all requirements associated with the pursuit of their degrees, they are expected to initiate most procedures as they work with their advisors throughout their tenure in the doctoral program.

If students, instructors, or advisors need help with the information regarding the Ph.D. in Education Program, they are encouraged to contact the Office of Doctoral Studies. Suggestions for any changes that will improve the usefulness of the *Handbook* are welcome, and should be directed to the same office. Have a great year!

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Associate Professor and Director, Ph.D. Studies
School of Education

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**STUDENT CHECKLIST
OF GENERAL PROGRAM REQUIREMENTS
PH.D. IN EDUCATION PROGRAM**

- Student Program Planning/Advising Form.** Completed by the student and advisor no later than the semester in which the 15th credit hour is completed. Submit a copy to the Office of Doctoral Studies.
- Continuing Doctoral Status (CDS).** Awarded by the Director of the Ph.D. in Education program. After the completion of the 15th credit hour of approved course work, the Director reviews the student's academic record and notifies the student and advisor via letter if CDS has been awarded.
- Final Program Plan of Study Form.** Completed by the student and advisor, after CDS has been awarded and before the completion of the 27th credit hour. Submit to the Director of the Ph.D. in Education program for final approval.
- Request for Change in Final Program Plan of Study Form.** Completed by the student and advisor if there are any changes in the Final Program Plan of Study prior to student enrolling in alternate course(s).
- Externship Application.** Completed by the student, advisor, and on-site supervisor after CDS has been awarded. Deadlines for submission to the Director of the Ph.D. in Education program for final approval: July 15th for Fall Semester, December 1st for Spring Semester, and April 15th for Summer Session.
- Comprehensive Examination Request Letter.** In consultation with the advisor, the student submits a letter to the Director of the Ph.D. in Education program requesting registration for the Comprehensive Examination after completion of all course work, excluding EDUS 890: Dissertation Seminar. Deadlines for submission to the Director of the Ph.D. in Education program: May 1st for the Fall Semester, October 1st for the Spring Semester, and February 1st for the Summer Session.
- Dissertation Committee Membership Request Letter.** In consultation with the student, the advisor submits a letter to the Director of the Ph.D. in Education program requesting committee membership no later than the end of the semester in which EDUS 890: Dissertation Seminar is completed.
- Prospectus Review Request Letter.** In consultation with dissertation chair, student submits a letter with requested date, time, and title of dissertation and a copy of the completed prospectus to the Director of the Ph.D. in Education program at least 2 weeks (10 working days) prior to the requested date.
- Dissertation Defense Request Letter.** In consultation with dissertation chair, student submits a letter with requested date, time, and title of dissertation and a copy of the completed prospectus to the Director of Graduate Studies in Education at least 2 weeks (10 working days) prior to the requested date.
- Binding of Dissertation.** Student submits final dissertation for binding to Cabell Library within 2 weeks (10 working days) of dissertation defense date. The student files a copy of the receipt with the Office of Doctoral Studies.

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I. OVERVIEW

The primary purpose of the Ph.D. program in Education at Virginia Commonwealth University is to prepare individuals for leadership in a variety of educational arenas, including school administration, curriculum and instruction, special education and disabilities, private and public organizations and agencies, and research and evaluation. The program provides opportunities to build on one's life experiences and interests through the advanced study of important ideas and practices and through the conduct and application of research.

The Ph.D. program in Education at Virginia Commonwealth University is designed to prepare individuals for leadership positions in a variety of educational arenas. Students can choose to specialize in one of six different concentrations: **Adult Education and Human Resource Development, Educational Leadership, Instructional Leadership, Research and Evaluation, Special Education and Disability Policy, and Urban Services Leadership**. Graduates of the program have gone on to become university and community college professors, directors of educational initiatives in the state and federal government, school principals, directors of research and evaluation programs, private consultants, health care professionals, and directors of social service agencies and faith based organizations.

The curriculum of the program includes five components: Foundations (9 credits), Research (12 credits), Concentration (15 credits), Cognate (9 credits), Externship (3 credits), and a Dissertation (9 credits).

The Ph.D. program in Education provides a knowledge base and the research skills that allow students to incorporate their background and experiences into new learning. Entering students have a mean age of 38.2 years and almost all have achieved a recognized degree of success in their chosen career. The program provides opportunities to build on life experiences through course work, an externship, and a dissertation. Students learn from and interact with faculty and other experienced professionals in the School of Education and in other departments across the University, as together they confront shared problems and experiences.

In the end, the program seeks to develop reflective practitioners who through systematic, informed deliberation with their colleagues and the broader community are able to grow professionally, prepared to conduct research, propose solutions and make decisions on real problems in areas related to their career.

Since its beginning in the early 1980s, over 220 graduates have gone on to careers in university teaching and research, public school teaching and administration, government agencies, private business and consulting. They are quality people who often recommend other quality people to join the program.

II. ADMISSION

To be considered for admission to the Ph.D. in Education program, applicants must have earned a master's degree in an appropriate profession or discipline related to one of the six specific curriculum tracks in the program: Adult Education and Human Resource Development, Educational Leadership, Instructional Leadership, Research and Evaluation, Special Education and Disability Leadership, and Urban Services Leadership. Admission to the Adult Education and Human Resource Development track is currently suspended. Because students in the program are expected to be leadership personnel interested in increasing their responsibilities in school or agency settings, preference will be given to applicants who already occupy positions of organizational leadership and have responsibility for or demonstrate potential for the planning, administering, leading, and evaluating of service programs.

Admission to the program is open to all otherwise qualified persons without regard to age, race, sex, religion, physical handicap, or national origin, and admission requirements are in full compliance with all applicable federal and state statutes, orders, and regulations. Under the Master Plan for Higher Education in Virginia, there are strict budgetary limitations on enrollment in all graduate programs in Virginia. In addition, admission to graduate study is limited by the number of places available. Ordinarily, fewer than 25 persons are admitted to the Ph.D. in Education Program each year. Many fully qualified applicants, therefore, are denied admission each year because of insufficient space and/or funds to support their study.

Admission, then, is highly competitive, and preference is given to qualified applicants who demonstrate serious purpose, scholastic excellence, superior preparation, and appropriate experience for the program. Students admitted into the program will be expected to develop the advanced understandings and skills of content, methods of inquiry, research, and effective writing expected of doctoral level scholarship. In addition, program students are responsible for the integration and synthesis of diverse and multi-disciplinary theories and approaches for meaningful application to their current or future area of professional leadership.

A. Application Process

Admission decisions rest with a faculty admission committee and are made on the basis of a three-part admission process. This admission process includes: 1) Application packet submission, 2) Application packet review, and 3) Personal interviews and writing sample. Applicants seeking admission into the program are responsible for initiating the application process by submitting all parts of the application packet by the established deadline for entering the program.

Students are admitted to the program once each year. The deadline for submitting applications is January 15. Individuals whose applications are complete by this date will be reviewed for Summer Session or Fall Semester admission.

**Incomplete applications will not be reviewed by the Admissions Committee.
The deadline for submitting applications is January 15.**

B. Admission Packet

An applicant for admission into this program must complete an application packet consisting of three indicators of ability to perform doctoral level work. These are academic criteria, external criteria, and examples of self-expression. To be considered for admission, the applicant must submit:

1. Academic Criteria.

- a) A completed VCU Application for Graduate Study. (available at: http://www.vcu.edu/graduate/ps/apply_options.html)
- b) Two official and up-to-date copies of all transcripts of the applicant's undergraduate and graduate record. These must indicate that the applicant has earned a master's degree from an accredited college or university.
- c) Current official scores for the Aptitude Section of the Graduate Record Examination (less than five years old). Advanced test scores are not required but may be submitted.

2. External Criteria.

- a) A professional vita indicating an applicant's educational and career experience, as well as evidence of leadership potential. This experience may come from areas such as professional, civic, religious, fraternal, or advocacy organizations. The applicant must present evidence of sustained experience in planning, leading, administering, or evaluating programs and personnel in varied positions that are directly related to a Program track. The evidence should include, but not necessarily be limited to, dates of positions, job responsibilities, supervisor's evaluations, publications, and important knowledge that came from the position. Other appropriate evidence may include letters of recognition, awards, and professional memberships.
- b) Completed forms from three references (available at: http://www.vcu.edu/graduate/ps/apply_options.html). The applicant must submit names, addresses, and telephone numbers of three persons qualified and willing to rate the applicant's intellectual and leadership ability. If the applicant has attended a college or university within the last three years, at least one of the references should be academic. Each of these persons completes a form rating the applicant in a number of personal and academic areas and forwards the form to the School of Graduate Studies. Submission of these names constitutes permission to contact these persons by telephone anytime during the admission decision process.

In addition to these three names, the applicant must submit the name, address, and telephone number of his or her current job supervisor. This person may be contacted by a representative of the Admissions Committee and informed as to the full scope and requirements of the doctoral program.

The supervisor is expected to support the applicant's educational goals and be willing to provide released time for program requirements such as, but not limited to, externship, scheduled class times, and other program related activities.

3. Self Expression. The applicant is required to submit a personal work experience statement.

In a single statement of 2-3 pages, the applicant should describe his or her work experience and previous and current leadership roles. The statement should also identify and explain the applicant's personal career goals and how they have emerged from one's work experience. The statement should also explain the manner in which the doctoral program will enhance the career goals as well as what the applicant expects to contribute to the program.

The applicant is encouraged to check, in advance of the deadline date, the status of his or her application packet materials with the Office of Doctoral Studies, to insure that all components are in the packet by the deadline date.

**Incomplete packets will not be reviewed by the Admissions Committee.
The deadline for submitting applications is January 15.**

C. Admission Committee

The Admission Committee consists of nine faculty members: six VCU faculty members from the School of Education, representing each of the six Tracks, and two from the College or other Schools within the University. Each member serves for a three-year term, with one-third of the membership changing each year. The Director of the Ph.D. in Education program serves as Chair of the Admission Committee.

D. Admission Process

The admission process is highly individualized, and is designed to select the applicants who may best benefit from doctoral study in this interdisciplinary program. Every effort is made to meet the educational and career needs and goals of the prospective student within the structure of the program.

1. Admission decisions are based on eight weighted factors:

- 15% Grade Point Average in a Master's Degree Program
- 10% GRE combined scores on Verbal and Quantitative tests
- 15% References
- 7.5% Leadership Roles
- 7.5% Related Experiences
- 10% Statement of Educational Goals and Objectives and Work Experience Statement
- 15% Personal Interviews
- 20% Writing Sample

2. Interviews for all those whose applications are complete are arranged by the Track Coordinators. The interviews are held anytime following the initial Admissions Committee review. The results of the interviews are forwarded to the Office of Doctoral Studies. The format for the interviews is determined by the faculty in each track.
3. All applications are sent to the appropriate Track Coordinator for a preliminary review. The Track Coordinator may make recommendations to the Admission Committee for its consideration.
4. Applicants will be invited to the University for a writing sample administered by the Office of Doctoral Studies no later than the third week of February and evaluated by the Admissions Committee. Two scholarly articles on the same topic will be mailed to the applicants prior to the administration of the writing sample. Applicants will be expected to respond to a question based on the article when they arrive for the writing sample. Applicants will be given 90 minutes to respond. Applicants may not bring any written materials to the writing sample session except for the two articles.
5. The Admission Committee meets during the fourth week of February to make the final admission decision, using all the data from the student's files, the writing sample, and the interviews. Admission decision letters are sent to applicants by the last day of February. Applicants are given two weeks to provide a written acceptance of the offer of admission.

E. Delayed Admission

Anyone admitted for a particular semester may request in writing a delay up to one calendar year for entrance into the program. Normally this request is granted. The written request for delayed admission must be transmitted to the Director of the Ph.D. in Education program and must state the reasons for the request and the date that the individual plans to begin the program. An individual requiring a delay beyond one year is required to reapply for admission.

F. Financial Aid

While the VCU Financial Aid Office is the primary source of information for student support, the School of Education has a limited number of fellowships, assistantships and scholarships for students pursuing full-time study. A complete list of all SOE funding opportunities can be found on the web at www.soe.vcu.edu

G. Leave of Absence

An admitted student may apply for a leave of absence anytime after having been enrolled for program course work. The request is made in writing to the Director of the Ph.D. in Education program and may be for a maximum period of one year, although a one- or two- semester request is also appropriate. If the leave of absence is granted, the original seven-year time limit for completing the degree requirements, including successfully defending the dissertation, will be extended by the length of the leave.

H. Readmission Policy

Once a student has left the program, either voluntarily or because of failure to meet one or more program requirements, he/she may seek readmission. Readmission must be sought through the regular admission process adhering to deadline dates. The process is as follows:

1. The applicant submits a complete admission packet. This includes recent references, current (less than five-years-old) test scores, and all required personal statements.
2. The applicant submits a written statement indicating that the application is for readmission. This statement must include a rationale for consideration of readmission, and a summary of relevant factors that have changed the applicant's situation and increased the expectation of success for the applicant.
3. The applicant completes the entire admission review process. This includes the writing sample and the personal interview.
4. The program admission committee receives the completed applicant admission packet for review and decision. The committee must be informed that the applicant is seeking readmission, and will review the applicant packet only if it meets all the above conditions. The application will be reviewed only during the annually scheduled application process.

If readmitted, the applicant will be expected to meet all other program requirements, including continuous enrollment, grades, program requirements, and the seven-year time limit for completion of the program.

III. GENERAL PROGRAM REGULATIONS

A. Courses and Credits

1. The level of research competence is considered prior to admission. Additional research related prerequisites and/or co-requisites may be established for individuals after admission based on past academic and/or work experience.
2. Prerequisite course work may be required of some students before they may undertake required course work in their concentration area.
3. The time limit for completing all degree requirements, including the successful defense of the dissertation, is seven years (as noted in the Graduate Bulletin). The seven-year time frame begins with the first semester in which the student enrolls for course work after being admitted into the program.
4. All transfer credits to be applied to the Ph.D. program must have been completed no more than seven years prior to completion of all requirements for awarding the Ph.D. Transfer credit is only considered after the awarding of Continuing Doctoral Status (CDS).

5. The seven years allowed for the completion of the degree does not include any leave of absence time granted a student. A student who is granted a delay of admission after acceptance into the program has seven years to complete the program.
6. Students admitted into the program must complete no fewer than 12 credit hours per each 12-month period, commencing with the first semester in which the student enrolls for course work, following admission into the program.
7. No more than six credit hours of independent study can be taken as part of the doctoral program.
8. A minimum of 45 credit hours must be taken in program areas other than the dissertation area.
9. No more than 12 credit hours at the 500 level can be taken as part of the doctoral program.
10. A minimum of one third of the program credits excluding dissertation hours, or 16 credit hours, must be taken in the School of Education.
11. The Urban Services Leadership Track permits a student to take as many as 27 credit hours outside the School of Education.
12. **EDUS 890: Dissertation Seminar** is required of all students and must be taken and passed with a grade of "C" or better prior to enrolling in **EDUS 899: Dissertation Research**. Students must have the permission of their advisor in order to register for EDUS 890.
13. The prospectus review is not to be held prior to satisfactory completion of **EDUS 890: Dissertation Seminar**.
14. All appeals related to student status in the Ph.D. in Education program are heard by a committee consisting of the six track coordinators and the director. The Track Coordinators and the Director will in turn make a recommendation about student's status to the Policy Board.

B. Assignment To Program Track

1. Students are admitted into the program and into a track consistent with their career goals.
2. Students are assigned advisors by the appropriate Track Coordinator at the time they are admitted into the program. These assignments are based on a number of factors such as the student's previous academic work, faculty member's interest in the student's proposed area of study, and on occasion, the request of a student for a particular faculty advisor. Faculty also may request to serve as an advisor to a given student. In both instances these requests are honored whenever possible. In all cases, the formal assignment is made by the Director of the Ph.D. in Education program. Students then meet with their advisors for initial planning of their program of study and to explore the student's areas of interest.

The student may retain this advisor throughout his or her tenure in the program or may change advisors through mutual agreement and consent of his or her current advisor, the requested advisor, and the Director of the Ph.D. in Education program. The advisor may also become the chair of the student's dissertation research committee or the student and the advisor may upon mutual agreement opt to invite another faculty member to be the chair. Additionally, the Director of the Ph.D. in Education program is readily available to answer questions the student may have about any aspect of the program.

3. The advisor meets periodically with the advisee; provides appropriate advice, support and counseling; monitors advisee's progress in the program; and assists the student in completing required paperwork.

4. In the event that a student should want to transfer from one track to another, the student makes the request in writing to the Track Coordinator of the track from which the student wishes to transfer, as well as to the Track Coordinator of the track to which the student wishes to transfer and the Director of the Ph.D. in Education program.

When a transfer request is received, the Coordinators and the Director of the Ph.D. in Education program review the request. If it is decided that a transfer is in the best interest of the student and both tracks, the Director of the Ph.D. in Education program implements the transfer. If it is decided that the request is not in the best interests of the student and/or the program, the student is notified by the Director of the Ph.D. in Education program that the request is denied and no further action is taken. It should be noted, however, that a change in tracks may necessitate the student taking additional course work.

5. The Track Coordinators are as follows:

Adult Education and Human Resource Development	Dr. Teresa J. Carter
Educational Leadership	Dr. Richard S. Vacca
Instructional Leadership	Dr. Doris A. White
Research and Evaluation	Dr. James H. McMillan
Special Education and Disability Policy	Dr. John J. Kregel
Urban Services Leadership	Dr. Michael D. Davis

C. Program Planning

1. The student's **Final Program Plan of Study** must be formally filed after the student has been awarded Continuing Doctoral Status (CDS) and no later than the end of the semester in which the student will have completed 27 hours of credit. A completed **Final Program Plan of Study Form** (see APPENDIX D), signed by the student and the student's advisor, is forwarded to the Director of the Ph.D. in Education program for approval and signature. The signature of the Director of the Ph.D. in Education program is required before the student may register for additional course work.

2. Once the **Final Program Plan of Study** is approved, further changes are not expected. If revision is necessary, a **Request for Program Change** form must be completed and approved by the advisor and Director of the Ph.D. in Education program prior to registration for courses which vary from the previously approved form.

D. Transfer Credits

The University policy concerning credits is found in the current edition of the University Graduate Bulletin. Transfer credits refer to graduate courses taken after the awarding of a master's degree and prior to admission to this program, whether taken at VCU or another accredited college or university. The rules for transferring credit to this program are:

1. There are no substitutes for the Foundation, Externship, or Dissertation courses.
2. Graduate credit earned prior to the awarding of a master's degree is not transferable.
3. Credits earned toward another degree cannot be applied to this degree.
4. Students may apply up to nine credit hours that are applicable to another accredited graduate program. These credits must be acceptable by the offering institution toward its own graduate program. Students who have taken required Ph.D. in Education program courses at VCU prior to being admitted to the program may also petition the Director of the Ph.D. in Education program to have them accepted as transfer credits.
5. A grade of "B" or above in each transfer course is required in order for it to be considered for acceptance for transfer credit. In no case will a student be allowed to transfer more than nine credit hours.
6. Approval is needed from both the student's advisor and the Director of the Ph.D. in Education program.
 - a) Transfer credit requests may be made only after the student has been awarded Continuing Doctoral Status (CDS).
 - b) To be valid for application for graduation from the program, transfer credits must have been taken no more than seven years prior to completion of all requirements for awarding the Ph.D.
 - c) Admitted students are required to petition the Director of the Ph.D. in Education program for permission to study at other universities if they want to have these courses considered for transfer. Such petitions should include the name of the school, course description, offering professor, and a statement of how the proposed course relates to the concentration or cognate area. The petition must be signed by the student's advisor. Students wishing exceptions to these transfer rules must petition the Director of the Ph.D. in Education program through their advisor or dissertation chair.

IV. PROGRAM ADMINISTRATION

A. Director of the Ph.D. in Education program

The Director of the Ph.D. in Education program reports directly to the Dean of the School of Education and is responsible for the overall administration of the program. As the primary link between the Policy Board and the Track Coordinators, the Director of the Ph.D. in Education program is responsible for articulating policies established by the Policy Board to the track coordinators, students, advisors, program instructors, and faculty.

Additionally, the Director of the Ph.D. in Education program is the primary contact in matters related to the management of the program, including but not limited to budgetary matters, correspondence, record keeping, articulation of the program to consumers, organizing and managing faculty ad hoc committees, and other appropriate responsibilities that might be assigned by the Office of the Dean of the School of Education.

B. Policy Board

The Program Policy Board, chaired by the Director of the Ph.D. in Education program is responsible for policy matters related to the development, implementation, and operation of the program. The Board also serves as the appellate body for the program.

Membership of the Policy Board includes eight full-time VCU graduate faculty members appointed by the Dean of the School of Education: four from the School of Education, and one each from the College of Humanities and Sciences, the Schools of Social Work, Business, and Allied Health Professions. One full-time graduate faculty member from Virginia State University is appointed to the Board by VSU. Three student members, one from each of the most recent calendar year-groups of students admitted, and one alumnus appointed by the Director, also serve on the Board. The Dean of the School of Education serves without vote and the Director of the Ph.D. in Education program serves without vote, except in cases of a tie vote.

Each faculty member of the Board and the alumnus serves for a three-year term, with one-third of the membership of the Board changing each year. The students are elected to a one-year term.

V. CURRICULUM

A. Organization of the Curriculum

The program curriculum is organized into seven (7) components. A chart summarizing these components and how each is included within the six tracks is presented in Appendix D. The components are as follows:

1. Foundation Component (9 hours minimum)

This component emphasizes theoretical and social issues in urban institutional development and

changes which all leaders in urban service institutions must understand and respond to within their leadership positions. The courses in this component include the following:

a) **EDUS 701: Urban Education** is a course designed to explore contemporary education from the historical perspectives of philosophical works, urbanism related to educational systems, and socio-political implications of educational theories and issues.

b) **EDUS 795: Professional Seminar in Educational Issues** is a course designed to explore contemporary educational issues based on research in the historical, psychological, sociological, political, and economics foundations of education.

c) **PHIL 713: Ethics and Public Policy** is a course designed to examine the role of ethics and ethical reasoning within the American public policy system.

or

d) **PHIL 635: The Philosophy of the Social Sciences** is a course designed to provide a philosophical study of the nature of science and scientific explanation, with the emphasis upon the social sciences.

e) **SOCY 650: Theories of Social and Institutional Change** is a course designed to integrate the multidisciplinary theoretical perspectives that relate to social and institutional change.

2. Research Component (12 hours minimum)

This component emphasizes the prerequisite skills essential to designing, conducting, and interpreting research. It also provides the research, statistical, and computer tools and resources necessary to produce research beneficial to the urban leader. Students are required to demonstrate competency in areas of research methodology and statistics appropriate to doctoral level study, including EDUS 660 and STAT 508 or the equivalent, prior to enrolling for courses in this component. EDUS 660 or STAT 508 may be used for one's restrictive elective but not for the research elective. The courses included in this component are the following:

a) **STAT/SOCY 608: Statistics for Social Research**

b) **EDUS 710: Educational Research Design**

c) **EDUS 711: Qualitative Methods and Analysis**

d) **Advanced Research Elective**

3. Concentration Component: Track Options (15 hours minimum)

This component is designed to allow the student to pursue a series of courses that provide a specific focus and serve as the student's primary discipline. These courses are expected to develop the in-depth knowledge and skills in an identifiable area that is congruent with the student's current or projected career field. It is at this point in the program that the student pursues study in one of the following tracks which includes courses related to the professional roles and responsibilities typical of track enrollees. More specifically, these are:

a) **Adult Education and Human Resource Development Track.** Designed primarily

for staff trainers in non-school, business, and industrial urban settings, emphasis in this track is placed on providing leadership training for persons who are responsible for drafting, developing, and implementing training for managers and employees. This concentration requires courses in areas such as the training consultant, organization and administration of training activities, group training processes and procedures, and adult developmental theory. Students admitted to this track without appropriate prior course work in adult education at the Master's Degree level are required to take ADLT 601: The Adult Learner and ADLT 602: Adult Education Program Planning, Management and Evaluation. Persons who have worked in the field of Adult Education and/or Human Resource Development and present extensive professional experience in program planning may have the prerequisite course ADLT 602 waived at the discretion of the faculty advisor. In this track, the Concentration and Cognate Components combined must include at least 9 credit hours outside of the School of Education exclusive of the Foundation and Research Components. Note: Admissions to this track are currently suspended.

b) **Educational Leadership Track.** Designed primarily for line administrative personnel in urban school units, emphasis is placed on providing leadership training for superintendents, building principals, and assistant principals. This concentration requires students to take courses in such areas as school business administration, development and analysis of educational policy, advanced educational law, and supervision of instruction. In this track, the Concentration and Cognate Components combined must include at least 9 credit hours outside of the School of Education exclusive of the Foundation and Research components.

c) **Instructional Leadership Track.** Designed primarily for staff administrative personnel in urban school units, emphasis is placed on providing leadership training for curriculum specialty coordinators and elementary, secondary, and post-secondary school department heads and supervisors. This concentration requires students to take courses in areas such as educational staff development, instructional theories and strategies, and instructional models.

d) **Research and Evaluation Track.** Designed primarily for individuals with responsibility for conducting research and evaluation projects in and for agencies and educational organizations. Emphasis is placed on developing proficiency in both quantitative and qualitative methods of inquiry, providing students with a breadth of methods to study varied educational and social research questions. Students may select a concentration in either research or evaluation.

e) **Special Education and Disability Policy Leadership Track.** Designed primarily for individuals in leadership positions in the field of special education, emphasis is on developing in-depth knowledge about topics as they pertain to personnel development, research, issues and topics in special education. The cognate must be completed outside of the School of Education.

f) **Urban Services Leadership Track.** Designed primarily for persons employed in leadership positions in the urban community requiring less traditionally delineated

academic preparation, emphasis in this track is placed on providing leadership training for administrators of community agencies and community organizations. Examples of these positions are crisis center personnel, mental health and retardation personnel, therapeutic recreation personnel, rehabilitative service personnel, and corrections personnel. The courses in this concentration are those the student, advisor, and Director of the Ph.D. in Education program deem appropriate to the student's current and future career needs and may be selected from offerings in all Schools at Virginia Commonwealth University.

A student enrolled in the Urban Services Leadership Track may choose to develop his/her concentration either from courses offered by the School of Education or from courses offered by the College or other Schools within the University. If he/she develops the concentration from courses offered by the School of Education, the cognate must be developed from courses offered by other Schools or Colleges within the University. The reverse of this procedure is also true: If the student develops the concentration from courses offered by other Schools or Colleges within the University, the cognate must be developed from courses offered by the School of Education.

4. Cognate Component (9 hours minimum)

This component is designed to allow the student to pursue, through course work outside the primary discipline, a secondary field of study that complements the student's concentration component. Students in the Instructional Leadership and the Special Education and Disability Leadership tracks must take cognate courses in Schools other than the School of Education. Students in the Educational Leadership, Research and Evaluation, and Adult Education and Human Resource Development tracks must include at least 9 credit hours outside of the School of Education in the Concentration and Cognate components combined, exclusive of the Foundation and Research Components. Students in the Urban Services Leadership track who take cognate courses in the School of Education must select concentration courses in Schools other than the School of Education.

5. Externship (3 hours minimum)

The term externship refers to a minimum of 120 hours, 90 of which must be on-site, designed to enhance the student's program, career goals, and professional development. The externship site is outside the setting in which the student is currently employed and ideally in a different, but related career area in which the student has had no or limited prior work experience. It is expected that the student will develop an appreciation for the network of service delivery systems in the urban setting and acquire additional leadership skills to function more effectively within that network. Students may not register for the externship until they have been awarded Continuing Doctoral Status (CDS).

a) Application for Externship. The student, in consultation with his or her advisor, completes an Externship Application, a copy of which is found in the Appendices of this handbook. The advisor, upon approving the application, forwards it to the Director of the Ph.D. in Education program for final approval. Deadlines for applying are as follows:

December 1st for Spring Semester, July 15th for Fall Semester, and April 15th for Summer Session.

b) **The Externship Site.** The student assumes full responsibility for initiating the proposal for the site(s) in which to serve the externship. After conferring with his/her advisor, a final site will be agreed upon.

c) **Responsibilities in the Externship**

1. **The Student.** The student is responsible for consulting with his/her advisor to determine the appropriate timing of the externship and to develop an understanding of appropriate types of settings consistent with the student's experience, program, and professional goals. Based on this information and the requirements of the Externship Application, the student initiates contacts and consults with personnel in possible externship settings. Once the student and advisor agree on a setting, the student, in consultation with the proposed on-site supervisor, completes the written portion of the application. During the externship experience, the student works as a professional under the direction of the on-site supervisor and is responsible for decisions made and tasks assigned within the setting during the externship period. The student maintains the records and materials required for the externship, prepares the final written summary report, and submits all needed materials to his/her advisor within grading deadlines.

The student maintains a log of all hours spent on and off-site, including a brief description of the type of tasks and related experiences completed during the time frame. The log should document which hours were spent on-site and which off-site. Additional time beyond the 120 hours that is spent in related, but off-site tasks may be reported for information. The log must be submitted to the advisor, who will review it as part of the externship grading process.

The student is required to develop and submit to his/her advisor a product from the externship experience. During development of the externship experience, the student discusses with his/her advisor and proposed on-site supervisor the general nature of the expected product or products, e.g., an instrument, manual, booklet, publishable article, bibliography, resource list, workshop kit, or similar material. Any change in the type of product to be developed must be approved in writing by the advisor. The product(s) must be submitted to the advisor, who will include a grade on the product(s) as part of the grade for the externship.

The student will also submit a final typewritten summary report to his/her advisor. At a minimum, the summary report must include the name and address of the agency in which the externship was conducted, the major service or products of the agency, the name of the on-site supervisor, the time log, and a brief review of the purposes of the externship. The summary report must also include evidence of how the five goals and the five specific measurable objectives presented in the Externship Application were met. The summary report is reviewed by the advisor

as part of the grade for the externship. The summary report and on-site supervisor's evaluation are forwarded to the Director of the Ph.D. in Education program along with the advisor's grade for externship and filed in the student's personal folder.

2. The University Advisor. The student's advisor works with the student to determine the scheduling of the externship within the doctoral course sequence to develop ideas for appropriate types of experience and approve the site selected by the student. When the student has completed the Externship Application, which specifies the site, the on-site supervisor, and such specifics as time, experiences, and products; the advisor reviews the Application, recommends any needed changes, and gives approval in writing. The advisor submits the approved application to the Director of the Ph.D. in Education program for approval. During the externship experience, the University advisor serves as liaison between the on-site supervisor and the University, as needed.

At the end of the externship experience, the advisor reviews the application, log, product, on-site supervisor's evaluation, and the student's summary report and determines the student's externship grade. The final grade and summary report are submitted to the Director of the Ph.D. in Education program.

3. The On-Site Supervisor. The term on-site supervisor refers to the person at the externship site who provides guidance and supervision of the student, while also serving as liaison between the agency or institution and the student's University advisor. The on-site supervisor provides professional direction to the student while in the host agency by orienting the student to the setting; acquainting the student with agency tasks and timelines; overseeing the work of the student; and providing a written summative evaluation of the student's performance.

6. Dissertation Component (9 hours minimum)

a) Three credit hours of this component, **EDUS 890: Dissertation Seminar**, are designed to aid the student in identifying the resources and refining the skills required to initiate, develop, and complete a scholarly prospectus and dissertation. Preparation for the Dissertation Seminar is a process that should begin when the student enrolls in his or her initial course work. Permission of the advisor is required for enrollment in EDUS 890. EDUS 890 is required of all students and must be taken and passed with a grade of "C" or above prior to enrolling in EDUS 899.

b) Concept Paper. The submission of an acceptable concept paper to the instructor of EDUS 890 is a prerequisite for admission to the class. Students are expected to give the concept paper to the instructor at the first meeting of the class. The instructor's consent for enrollment can be denied if the paper is not submitted or is deemed unacceptable by the instructor. Students are encouraged to meet with their advisor or committee chair for assistance with the preparation of the paper.

The concept paper should include:

- 1) What is the proposed topic for your dissertation?
- 2) Why the top is important to you? (i.e. what personal and professional experiences have influenced the selection of the topic?)
- 3) What do you want to find out about the topic?
- 4) What have you read that has had an impact on your thinking about the topic?
- 5) How would your work in this area make a contribution?

The length of the paper should be 3-5 double spaced pages to which students should attach an annotated bibliography of 5-7 primary source journal articles or books.

The Director of the Ph.D. in Education program will conduct an orientation session about the concept paper twice a year, once in May and again in October.

c) The remaining six credit hours of this component, **EDUS 899: Dissertation Research**, are assigned to the scholarly pursuit and completion of the dissertation. The *VCU Thesis and Dissertation Manual*, the *VCU School of Education Dissertation Format Requirements*, and the *American Psychological Association Manual 5th Edition*, must be followed in the preparation of the dissertation.

1) The student is required to consult with his or her dissertation chair each semester prior to registering for dissertation research hours. The student must register for a minimum of three credit hours of dissertation research each semester, including the summer session, until at least six hours have been completed. However, if the dissertation requires additional time for completion, the student is required to register for a minimum of three credit hours of dissertation research each subsequent semester, including the summer session, until the dissertation is successfully defended.

Students who have completed 15 hours of EDUS 899 and who have successfully defended their prospectus may enroll in EDUS 899 for 1 credit with the permission of their dissertation chair.

2) At the end of each semester the dissertation chair submits a grade of Satisfactory, Unsatisfactory, or Fail for the dissertation credits for which the student has enrolled.

3) A student who receives two "U" grades or an "F" in **EDUS 899: Dissertation Research** will be terminated from the program. "All research, thesis, and dissertation credits taken as part of the final project (thesis/dissertation/project) for awarding a graduate degree are to be graded each semester as "S," "U," or "F." An individual department may terminate a student who does not progress

satisfactorily as indicated by a "U" grade in research, thesis/dissertation/project course work. A student who receives a final grade of "F" in the thesis or dissertation will be terminated from the graduate program."

Virginia Commonwealth University
Graduate and Professional Programs Bulletin, 2005-2006,
http://www.vcu.edu/bulletins/gpb/academicunits/grs/grs_academicregs

b) In addition to the formal prerequisites and requirements related to the Ph.D. in Education Program, students are encouraged to prepare in other ways for the dissertation seminar, as well as completion of the dissertation itself. Students should focus on both general, long term and more immediate, specific preparation in the following areas:

1. Evolving a scholarly knowledge of a broad area leading to dissertation research. The selection of course work and of assignments within courses should become increasingly focused on promising and interesting areas for dissertation research. In general, the more thorough the scholarly understanding of relevant areas, the smoother the process of dissertation development. Topic areas can be discarded, refined, or explored further. Specific research questions can be generated.
2. Developing or refining the tools that can enhance and support the development of a prospectus and dissertation. A working knowledge of resources that will facilitate research, writing, and manuscript preparation can assure clear, accurate communication about the dissertation topic. Awareness of and experience in using the reference tools, primary sources, periodicals, organizations, and other research tools in the topical area are critical skills for successful dissertation preparation. Course experiences in selecting research design, processing data, summarizing studies, and critiquing reports should be applied and practiced whenever possible. In addition, the use of word processing, referencing software, and other computerized aids to complete course assignments and research papers throughout the doctoral program can be expected to increase the quality and speed of dissertation preparation.
3. Forge the scholarly and collegial links that can foster direction and support during the dissertation development process. Course instructors, externship placement contacts, workshop presenters, and faculty members provide vital avenues for networking that can, in turn, contribute depth and breadth as the dissertation committee is determined and as the dissertation evolves. The individual interests and talents of each individual can provide further sources and resources, both formal and informal, during various phases of dissertation development.

7. Restricted Elective (3 credits)

The **Restricted Elective** may be taken in either the Concentration, Cognate, or Dissertation Components.

VI. STUDENT ASSESSMENT

Admission to the doctoral program is based upon an assessment of the student's academic strengths, professional experience, and leadership potential, all of which affect the probability of successfully completing the doctoral program. Such success is dependent upon the doctoral student's continuing growth in knowledge acquisition, concept synthesis, and integrative application.

Thus, periodic student evaluation while enrolled in the doctoral program is important in three ways: (1) it is beneficial to the student in assessing his or her progress; (2) it is essential in determining the student's probability of successful program completion; and (3) it is critical to the maintenance of program integrity.

A. Grades

Within the doctoral program, course grades provide an important evaluative tool for students, as well as guidance for advisors. While doctoral students by their very admission into a doctoral program have demonstrated skills and knowledge beyond that of master's level students, performance in individual courses with specific content and expectations can vary widely. Average doctoral work would, therefore, be at a "B" level, with work below that average graded below a "B". In using course grades within the Ph.D. in Education Program, the following specific regulations apply.

Students in the Ph.D. in Education Program must:

1. Have a 3.3 GPA to be eligible to be awarded CDS.
2. Have a minimum cumulative GPA of 3.2 to graduate.
3. The academic standing of any graduate student who receives a grade of "C" or below or the grade of "U" (Unsatisfactory) on required graduate course work will be reviewed for possible action.
4. A student who earns more than three grades of "C" or lower while enrolled in the doctoral program is automatically dropped from the program. A student earning any grade of "D" or "F" is reviewed for termination.
5. No grades below "C" will be accepted for graduation from the doctoral program.
6. A student who receives two "U" grades or an "F" in **EDUS 899: Dissertation Research** will be terminated from the program.

B. Continuing Doctoral Status

The purpose of Continuing Doctoral Status (CDS) is to provide an opportunity for the student, the advisor, and the Director of the Ph.D. in Education program to review and assess the

student's progress early in the program, and will determine whether or not the student will continue in or be dropped from the program. The conditions of the review are as follows:

1. Students earning a minimum cumulative GPA of 3.3 in prescribed courses by the end of the semester in which the 15th credit hour is earned will be awarded CDS. Prescribed courses include:

a. Three of the following

EDUS 701
EDUS 795
SOCY 650
STAT/SOCY 608
PHIL 635 or PHIL 713

b. One concentration course from the student's preliminary program plan.

c. Any other three-credit course from the student's preliminary program plan.

2. Students earning a cumulative GPA of 3.0 - 3.29 by the end of the semester in which the 15th program hour is earned must have a joint conference with their advisor and the Director of the Ph.D. in Education program to develop a plan designed to achieve CDS. The conference and the plan will include:

a) A review of a statement written by the student concerning his or her progress in the program, citing strengths, and possible deficiencies, and suggesting ways to improve the GPA.

b) Specifying the required course work for achieving the 3.3 GPA required for awarding CDS. The student may also be required to enroll in and complete a writing skills course offered by the University or meet other appropriate requirements.

Consideration shall be given to satisfying other degree requirements, including the requirement of completing 12 credits per calendar year.

c) Establishing the time frame - not to exceed the next two consecutive semesters - within which the student will complete courses and other requirements.

3. Students earning a cumulative GPA of 2.99 or lower in the semester in which the 15th program hour is earned, including 3 prescribed courses, will be dropped from the program.

C. Rationale for the Comprehensive Examination

From its inception, the Ph.D. in Education Program has been designed to develop

interdisciplinary conceptual skills beyond the traditional in-depth extension of the master's program and to emphasize rigorous thinking and the capacity to integrate theory with practice. The comprehensive examination component of the program seeks to ensure that each degree candidate can demonstrate in writing, the ability to conceptualize, apply, and communicate information at an advanced, doctoral level.

The comprehensive examination is not intended as another final examination or series of final examinations for individual courses taken by each student. Instead, students are provided in advance with a pool of questions that focus on the concepts and content presented and acquired through research and concentration courses and applied to practical problems or situations. These questions are intended, therefore, to provide a framework within which students can demonstrate their own unique ability to communicate in a scholarly, yet practical way. The breadth of each question is designed to foster many acceptable responses based on individual professional background, specific interdisciplinary program experiences, and depth of scholarly initiative. In many instances, students are asked to relate the question to an area or areas of their own interest and/or expertise in responding to the question. Thus, students are expected to conceptualize, organize, and formulate logical and focused approaches to each question in advance of the examination dates.

On the examination dates, questions pre-selected from the pool by the Director of the Ph.D. in Education program are answered in writing using three-hour time blocks. In all cases, the examinations should demonstrate the student's ability to organize a carefully conceptualized and synthesized response, as well as clearly communicate and document relevant ideas and information.

D. The Comprehensive Examination Process

The process for developing, administering, and grading the comprehensive examination is as follows:

1. Registration for the Comprehensive Examination.

The initial comprehensive examination may only be taken after completion of all doctoral program course work, including **EDUS 700: Externship**, but excluding **EDUS 890: Dissertation Seminar**. The examination may be taken during the semester prior to or immediately subsequent to the semester in which the student enrolls in **EDUS 890: Dissertation Seminar**, after all other course work has been completed. All grades of "T" including EDUS 890 must be removed before a student may actually take the comprehensive examination.

The decision concerning when to take the comprehensive examination should be made in consultation with the student's advisor. Consideration should be given to a number of factors, including (a) the degree to which formulating a draft prospectus may assist in writing the examination; (b) the availability and scheduling of final program courses, including EDUS 890 and EDUS 899; and (c) the requirements for continuous registration and for sequencing of the seminar, prospectus review, and actual dissertation research hours. A student who wishes to take the examination must register the semester prior to

the semester in which he/she plans to take the examination. The registration deadlines* are as follows:

February 1st for Summer Session Administration (third Thursday and Friday in July)

May 1st for Fall Semester Administration (second Thursday and Friday in November)

October 1st for Spring Semester Administration (fourth Thursday and Friday in March)

*Note: Registration for the examination constitutes an examination attempt by the student. Failure to take the examination will count as a failure of the examination and the student will have only one more opportunity to take the examination.

2. Comprehensive Examination Content

Four (4) concentration questions are to be written by the Track Coordinator and faculty who teach in, or who are associated with, the track in which the student is enrolled. Questions will be written only if a student in a given track has registered to take the examination.

- a) In the case of the Urban Services Leadership track, it is the responsibility of the Track Coordinator, in concert with other faculty members, and in consultation with the student, to write the concentration questions.
- b) Two (2) quantitative research questions and two (2) qualitative research questions will be written by the faculty who teach the research courses. Each of the questions will take approximately 90 minutes to answer.
- c) All questions will be forwarded to the Office of Doctoral Studies 52 days prior to the testing date for distribution to those students who are eligible for and register to take the comprehensive examination.
- d) Students will be given the eight (8) questions to review 45 days prior to the date the comprehensive examination is to be taken. However, of these, three (3) concentration questions will be selected at random for each individual student by the Director of the Ph.D. in Education program to be included in the examination. Students will receive the same four research study questions on the day of the examination and will have to answer one qualitative and one quantitative question.
- e) All students in a given track may not necessarily be given the same questions to answer.

3. Preparation for the Comprehensive Examination

Each student will be provided equal access to resources and faculty in preparation for taking the examination. The examination officially begins with the distribution of the

questions. The student is expected to prepare for the written examination himself/herself without consulting with other students, faculty, or non-published resources. Failure to adhere to this rule will constitute a failure of the examination.

- a) Each Track Coordinator, individually or with other appropriate faculty, will meet on or about 45 days prior to the scheduled examination date with all students in that track who are registered to take the examination. Copies of the eight (8) questions will be distributed at or before this meeting.
- b) Faculty who write the research questions may establish another meeting date (at approximately the same time as the above meeting) or meet jointly with the students at the Track Coordinator's meeting.
- c) At this (these) meeting(s) faculty may answer questions relating to the test; e.g., the concepts they may be looking for when reading student answers, additional resources that the student may consult, and other similar suggestions for preparing for the examination.
- d) Faculty may not meet with any student individually to provide additional consultation or help.

4. Method of Administration

- a) All students will use word processors to take the examination.
 - 1) Word for Windows or WordPerfect for Windows on PCs will be provided by the school.
 - 2) At the end of each half-day session, the exam proctor will take the disk and print out the response. Each student must review and sign the hard copy indicating that it is correct before leaving the building.
- b) The comprehensive examination will be administered on campus over two (2) 6-hour days. On day one, students will respond to two ninety-minute questions from the research component, and one three-hour question from the concentration component. On day two, students will respond to two three-hour questions from the concentration component.

5. Grading of the Examination

- a) The grading of the questions will be the responsibility of the track and research faculty who wrote the questions. These faculty, at their discretion, may also have other faculty read any or all of the questions. All questions will be graded Honors, Pass, or Fail.
- b) A student must receive a grade of at least Pass on all questions in order to pass the examination.

- c) A student who receives Honors on three or more of the questions and no failing grades will be evaluated as having passed with Honors.
- d) A student receiving a grade of Fail on one question will have failed the examination and will be required to retake that part of the examination.
- e) Students who pass both the quantitative and qualitative questions will have passed the research section of the examination.
 - 1) Students who fail either the qualitative or quantitative question will only have to retake the failed question.
 - 2) Students who fail both questions will have to re-take both questions.
- f) A student receiving a grade of Fail on one concentration and one research question on the Examination will have failed the Examination. The student will be required to retake one question in the concentration and the appropriate number of questions in the research component.
- g) A student receiving a grade of Fail on two of the concentration questions will have failed the examination and will have to retake the entire examination.
- h) A student receiving a grade of Fail on three or more questions on the examination will have failed the examination and will have to retake the entire examination.
- i) Individuals who fail a comprehensive question must meet with a faculty member from the appropriate core within 30 days of receiving the examination results. A student who fails both research and track questions will have to meet with representatives from both cores. The purpose of the meeting(s) is to review the student's response and to discuss alternatives for remediation including, but not limited to, taking additional course work, auditing a class, or working with a tutor. Ultimately, it is up to the student to decide on how to prepare for the retest. The student must notify the Doctoral Studies office in writing once the meeting has occurred. Students have up to one year to retake the failed parts of the comprehensive examination.
- j) A student may retake parts or all of the examination only one time.
- k) The student who successfully completes the comprehensive examination is awarded doctoral candidate status, and also becomes eligible to present a prospectus for formal review and approval once he or she has completed **EDUS 890: Dissertation Seminar**.

All examination questions and responses are placed in the student's file in the Office of Doctoral Studies.

VII. THE DISSERTATION

A. Selecting a Dissertation Committee

After the student has been awarded Continuing Doctoral Status, and by the time the student has completed 27 credit hours in the program, the student should meet with his or her advisor to begin the process of selecting a dissertation committee. The committee must be selected and names submitted for approval to the Director of the Ph.D. in Education program by the end of the semester in which the student completes **EDUS 890: Dissertation Seminar**. All members are expected to have an interest in and knowledge of the student's proposed dissertation topic.

1. Within the above stated time frame, the student and his or her advisor begin the process of selecting a dissertation chair. Dissertation committees in the Ph. D. in Education Program must have a minimum of four members. Three of the members, including the chair, must be graduate faculty from the School of Education. The fourth member must be a Virginia Commonwealth University graduate faculty member from outside the School of Education. A fifth member may be added at the discretion of the dissertation chair and the student. This member must also be from outside the School of Education and may be from outside the University. There is no expectation that the advisor will chair the student's dissertation committee.
2. After the student and his or her advisor have agreed on the dissertation chair, the dissertation chair and the student develop a list of other proposed dissertation committee members. The student contacts those nominees to determine their interest and willingness to serve. If any person declines to serve, the student and the dissertation chair select a replacement. This procedure is followed until a committee has been selected.
3. No person may serve on a dissertation committee if such service would create the appearance of conflict of interest. For example, a student who teaches in a college or university may not have a faculty member in the same school or department serve on the committee; a student from an agency or commercial organization may not have his or her supervisor serve on the committee. A written request is then sent to the Director of the Ph.D. in Education program for final approval of committee members. The Director of the Ph.D. in Education program will review the credentials of proposed members and will approve the candidates submitted, or may, at his or her discretion, reject candidates who appear to have a conflict of interest.
4. Normally, barring resignations, members of a dissertation committee continue to serve until the candidate's research is completed and approved. However, in rare cases it may be necessary to make adjustments in committee membership. If a dissertation committee member is unable to continue to serve, the Director of the Ph.D. in Education program is notified and requests that the dissertation chair select a replacement. The chair and the candidate choose a replacement and submit the name to the Director of the Ph.D. in Education program. In such cases, the Director of the Ph.D. in Education program has

responsibility for reconstituting the dissertation committee.

B. Selecting A Dissertation Topic

After the dissertation committee has been established, the dissertation chair and the student, in consultation, agree on a suitable dissertation topic. The student then meets individually with the other members of the committee to discuss the dissertation topic, obtain their suggestions and, ultimately, their approval. When all have agreed that the proposed topic is a suitable one, and the student has successfully completed all course work and the comprehensive examination, the student proceeds to develop a prospectus.

C. The Prospectus

The Prospectus is a plan the candidate develops to serve as a guide in completing his or her dissertation research. It is expected that the plan should be concise, well-articulated, and represent the candidate's best thinking and inquiry on a researchable topic.

The *American Psychological Association (APA) Manual 5th edition* is the style of choice for dissertations completed by students in the Ph.D. in Education program. A student may petition the Director of the Ph.D. in Education program for an exception to the use of the APA style.

1. Preparing the Prospectus. The prospectus must follow the requirements provided in the *VCU School of Education Dissertation Format Requirements*. (See Appendix A)
2. Development of the Prospectus. It is the candidate's responsibility to develop the prospectus. The candidate, however, is expected to consult regularly with the dissertation chair and with committee members. When the candidate keeps the members of the dissertation committee informed of progress in the development of the prospectus, later problems are usually minimized.

D. The Prospectus Format

Since the prospectus is a detailed plan of the candidate's dissertation, it reflects the dissertation format. The body of the prospectus is composed of three major parts, roughly equivalent to the first three chapters of the final dissertation, as well as some other features typical of a major scholarly work. The relative length and depth of each section may vary somewhat, but it is expected that each section will be included in the prospectus.

The first part, titled **Introduction**, includes the statement of the problem and its significance, the rationale for the study, a summary of the literature review and methodology, and a listing of specific research questions. In essence, the **Introduction** should provide a brief overview and understanding of what will be studied, why it is of importance, and how it will be accomplished.

The second part of the prospectus, called the **Review of Literature**, describes and documents the theoretical, historical, experiential, and/or experimental background of the proposed study. The review should be carefully organized to clarify the various conceptual and interdisciplinary roots from which the proposed study has emerged and illuminate the way in which the study will

expand upon, rather than duplicate, past knowledge. Thus, it includes a thorough review of the literature and research relevant to the dissertation question, although it may not provide the exhaustive review of supportive and related areas that will be found in the final dissertation. In addition, this part usually includes a subsection listing the terms and definitions that are critical to the study.

The third part, termed **Methodology**, presents the detailed procedures that will be followed in conducting the research and, therefore, is written in the future tense. Dependent upon the specific methodology to be employed in the study, such components as the population, instrumentation, procedures, research design, data analysis steps, and other information needed to understand the study should be included and described in detail. In most instances, the limitations of the study are also delineated in this part of the prospectus.

Although the content of these first three parts has been carefully developed to provide both a clear overview of and detailed plan for conducting the dissertation study, placement of two specific components may vary. Depending upon the area of inquiry and the nature of the study, the definition of terms may be placed in the first or second part and the limitations and/or delimitations of the study may be located in the first or third part of the prospectus. In such situations, clear guidance should be sought from the doctoral Committee.

In addition to the three basic parts of the written prospectus, a **Title Page** and **Table of Contents** should precede the **Introduction**. A bibliography, which lists all sources cited, but no additional supporting references, follows the **Methodology** part of the prospectus. Appendices should also be used as appropriate, to include any documents, such as letters, permissions, data gathering instruments, or other exhibits that will be used in conducting the dissertation research. (See Appendix B - Sample Prospectus Contents)

E. The Prospectus Review

When, in the opinion of the dissertation chair, the prospectus is ready for critical review, a meeting of the dissertation committee is scheduled. A written request to schedule a date and time for a prospectus review is submitted by the chair to the Director of the Ph.D. in Education program. Every effort will be made to meet the request, but because of other scheduling considerations another date and time acceptable to the committee and the Director of the Ph.D. in Education program may need to be arranged.

The request must be submitted at least 14 calendar days prior to the first acceptable date listed in the request. The Director of the Ph.D. in Education program schedules the prospectus meeting, which is two hours in length, publishes the candidate's name, date, place, time, title of the prospectus, and name of the chair, and invites members of the University community. The candidate's family members are not invited to attend the review.

It is the candidate's responsibility to provide a completed copy of the prospectus for each member of the dissertation committee and to file one copy in the Office of Doctoral Studies, at least 14 calendar days prior to the prospectus meeting. The prospectus review will not be announced until the prospectus is filed in the Office of Doctoral Studies.

Students must submit the appropriate materials to the Virginia Commonwealth University Institutional Review Board (IRB), following the approval of the prospectus. A preliminary copy of the appropriate materials must be submitted to the Office of Doctoral Studies 14 days prior to the prospectus hearing for review by the Director of the Ph.D. in Education program. While the dissertation chair is the principal investigator for all dissertation research studies, it is the students' responsibility to ensure that IRB approval has been obtained before beginning any data collection activities and that a copy of the approval letter has been submitted to the Office of Doctoral Studies. Students using secondary data must contact and receive formal approval from IRB before the use of any data. IRB forms are on the web at <<http://www.research.vcu.edu/forms/irb.htm>>.

Upon completion of the prospectus review, the candidate is excused from the meeting room and the committee makes its decision. A minimum of three positive votes is required for approval. The committee may decide to approve the prospectus without changes, to approve with specified changes, or to disapprove the prospectus altogether.

If the prospectus is approved without changes, the dissertation committee signs the **Prospectus Review Report** and forwards it to the Office of Doctoral Studies. If the prospectus is approved with specified changes, the dissertation committee signs the **Prospectus Review Report**, noting the specific changes to be made, and forwards it to the Office of Doctoral Studies.

If the prospectus is disapproved, the dissertation committee then explicitly identifies in writing on the **Prospectus Review Report** the additional work to be completed by the candidate prior to a second review. At the second meeting, the committee must approve the prospectus without change, approve with specified changes, or disapprove the prospectus.

Regardless of the decision, all members of the committee sign the **Prospectus Review Report** signifying the committee's action. It is the responsibility of the dissertation chair to communicate the decision to the candidate for implementing any changes requested by the committee. The approved **Prospectus Review Report** then becomes a part of the candidate's permanent file.

F. The Dissertation Format

Although the dissertation follows the format already utilized for the approved prospectus, minor revisions must be made as the prospectus parts are developed into dissertation chapters. Two additional major components and some new specific pages must also be prepared and included in the final dissertation. The three prospectus parts become the first three chapters of the dissertation and additional chapters titled "**IV. Findings**" and "**V. Conclusions and Recommendations**" complete the written record of the candidate's study.

For the dissertation, the **Introduction**, as presented in the prospectus, requires the addition of a brief summary of the findings and conclusions. Often the **Review of Literature** also has to be expanded to include greater information about areas that support or relate to the dissertation question under study. The part on **Methodology** in the prospectus must be revised from future to

past tense. Any changes in the procedures or difficulties which developed in carrying out the methodology are also reported.

The quantitative and/or qualitative results of the study, where appropriate, are reported in the **Findings** chapter. In addition to data describing the actual population used in the research, both tables and explanatory clarification of the actual data collected in the course of the study are presented in the first section of the chapter. Narrative analysis of the data and any trends observed are discussed in a final section of the same chapter.

The **Conclusions and Recommendations** chapter utilizes the data already reported and relates those findings to the specific research problem and questions delineated in the Introduction and each subsequent chapter. Therefore, the chapter must be carefully crafted to reflect the actual content of the preceding four chapters, as well as to provide logical extensions of that content.

The recommendations, which are highly dependent upon the nature of the dissertation problem, attempt to put the dissertation research into practical terms. Thus, the recommendations which emerge, in part, form the basis for further research. (See Appendix C - Sample Dissertation Contents)

G. The Dissertation Defense Review

Upon completion of the dissertation research, the dissertation chair schedules a dissertation defense by submitting a written request to the Director of the Ph.D. in Education program along with a list of acceptable dates from the University calendar. This request must be submitted at least 14 calendar days prior to the first acceptable date listed on the request. The Director of the Ph.D. in Education program schedules the two-hour defense, publishes the candidate's name, date, place, time, title of dissertation, name of chair, and invites members of the University community. The candidate's family members are not invited to attend this meeting. The final dates for the oral defense are the third Friday in April, the fourth Friday in July, and the first Friday in December for May, August, and December graduation respectively.

It is the candidate's responsibility to provide a completed copy of the dissertation for each member of the dissertation committee and to file one copy in the Office of Doctoral Studies, at least 14 calendar days prior to the date of the scheduled defense. The dissertation defense will not be announced until the dissertation is filed in the Office of Doctoral Studies and reviewed by the Director of the Ph.D. in Education program.

H. Approval of the Dissertation

Following the oral examination of the candidate by members of the dissertation committee, the candidate is excused from the meeting room and the committee makes its decision. The committee may decide to approve the dissertation as written, or request the candidate to make specific major or minor changes. A minimum of three positive votes is required for approval. The committee members signify their approval of the dissertation by signing the **Dissertation Approval Certificate** and the **Dissertation Oral Report** form. It is the candidate's responsibility to meet any further University requirements for filing the approved dissertation.

If major changes (defined as conceptual, factual, or interpretive changes) are needed, a second dissertation defense is scheduled, at which time the dissertation committee reviews and acts on the revisions. If the recommended changes are minor ones, (spelling, typographical or syntactical), the committee may empower the dissertation chair to act on its behalf in supervising the corrections. In this case, the candidate is expected to make the required changes within a week (5 working days) and resubmit the corrected copy to the dissertation chair for approval. The final approved dissertation must be submitted to Cabell Library for binding within two weeks (10 working days) after the defense date.

VIII. RESPONSIBILITIES OF THE CANDIDATE, DISSERTATION CHAIR, AND COMMITTEE MEMBERS DURING THE DISSERTATION PROCESS

A. The Candidate

The dissertation is the candidate's research, but it is also the candidate's responsibility to seek out and act upon guidance from the dissertation chair and each committee member. At the same time, the candidate should recognize that faculty workloads vary during the year, so that contacting a committee member, scheduling an appointment, critiquing a written draft, and similar activities may unavoidably require extra time in some instances. Maintaining contact, however, will facilitate the good communication that helps make the dissertation development process a rewarding experience for all. Early in the dissertation process, the student should meet with the chair to establish a realistic time-line for completing the dissertation.

Responsibilities of the Candidate

1. Selects a dissertation chair, with guidance from his or her advisor.
2. Nominates committee members with guidance from the dissertation chair.
3. May recommend the appointment of a vice-chair.
4. Establishes attainable research goals, with the approval of the dissertation chair and committee members.
5. Prepares formal written materials in an accurate and scholarly form by:
 - a) following the *American Psychological Association (APA) Manual 5th Edition* for both prospectus and dissertation.
 - b) assuring that prior to submission for formal review or defense, the form, grammar, and editing of the written prospectus and dissertation are accurate.
6. Meets required deadlines for submission of written materials by:
 - a) distributing copies of the completed prospectus to the dissertation chair, each committee member, and the Office of Doctoral Studies, at least 14 calendar days prior to the date of the prospectus review.

b) distributing copies of the completed dissertation to the dissertation chair, each committee member, and the Office of Doctoral Studies, at least 14 calendar days prior to the date of the dissertation defense.

7. Presents a written outline or summary of the proposed research for review and approval to each of the committee members. In either format, the candidate should be sure to delineate clearly the proposed problem statement, research questions, and methodology.
8. Develops a formal written prospectus that includes an introduction, a review of literature that includes all major studies relevant to the specific research questions, and the methodology to be used.
9. Submits application to the Exempt Research Committee or the Institutional Review Board.
10. Receives formal committee approval of the prospectus before beginning data collection.
11. Understands that when the prospectus is approved by the dissertation committee at the prospectus review, it becomes an agreed upon plan between the candidate and committee. Any changes in the approved prospectus must be discussed with and approved in writing by the committee.
12. Consults with and is guided by the dissertation chair and committee members throughout the research process. Although the specific interaction between the candidate and committee may vary, the candidate is expected to make appointments and, when requested, submit written drafts at least 7 calendar days prior to meeting with the dissertation chair or committee members.
13. Understands and is prepared to defend the research methods and data analyses used in the dissertation.
14. Brings three original Dissertation Approval Signature sheets to the dissertation defense. (See Appendix F - Dissertation Approval Certificate Sample).
15. Assumes responsibility with the dissertation chair for the final proofreading of the dissertation.
16. Contacts the Office of Doctoral Studies to complete exit forms and submits the prescribed number of final copies of the approved dissertation to Cabell Library for binding and microfilming.

B. The Dissertation Chair

Serving as a dissertation chair constitutes a major responsibility to the candidate, the School of Education, and the Ph.D. Program. For the dissertation chair, the dissertation process requires extended involvement with both the candidate and committee members. It is time-consuming and, at times, demanding. At the same time it provides an intellectual challenge unlike any other University responsibility. Through successful guidance of a completed dissertation, the chair not only contributes to the expansion of knowledge in a given field, but also becomes an integral part of that contribution as the dissertation becomes a basis for future research.

Responsibilities of the Dissertation Chair

1. Guides the candidate in:
 - a) developing a scholarly, researchable question.
 - b) preparing the written outline or summary of the problem statement, research question, and methodology.
 - c) selecting and utilizing instrumentation and statistical analyses congruent with the methodology and research design.
2. Establishes times when he or she will be available to guide the candidate with prospectus and dissertation drafts.
3. Establishes, with the candidate, attainable research goals and a reasonable time frame for completing the steps in the dissertation process.
4. Clarifies for the candidate and committee members the role of the candidate, chair, vice-chair (where appropriate), and committee; and suggests ways in which each can contribute most effectively to the dissertation development process.
5. Advises the candidate when materials are at an appropriate level of completeness to share with committee members, as well as when to communicate progress or problems.
6. Assists the candidate in preparing the application for the VCU Institutional Review Board or the Exempt Research Committee. For IRB purposes, the chair is the principal investigator for the research and is required to complete one of the basic courses in the collaborative IRB training initiative (CITI) human subjects protection education.
7. Guides the candidate in developing content and format, as well as in using appropriate grammar and style; and assures that the final document is without error and suitable for publication.
8. Supervises the preparation of and approves both the prospectus and the dissertation prior to the formal review, and the defense.
9. Schedules the candidate's prospectus review and dissertation defense through the Office of Doctoral Studies.

10. Maintains a climate that facilitates constructive discussion during the prospectus review.
11. Submits a grade of Satisfactory, Unsatisfactory, or Fail for dissertation credit during each semester in which the candidate is enrolled in **EDUS 899: Dissertation Research**.
12. Maintains a climate conducive to a fair review of the candidate's dissertation research during the dissertation defense.

C. Vice-Chair

Because of the need for special expertise from a given committee member, it may be appropriate to appoint a person on the committee to serve as vice-chair. It is anticipated that this person would, comparatively speaking, provide more consultation than any other committee member except the chair.

Responsibilities of the Vice-Chair

1. Confers with the dissertation chair on his or her role on the committee.
2. Provides needed in-depth review of the areas of the dissertation that are his or her area of expertise.
3. Guides the candidate in areas of the dissertation research in which he or she has expertise.
4. Participates in the prospectus review and dissertation defense.

D. Dissertation Committee Members

The expertise of each committee member is essential to the development of the candidate's dissertation research, and as such, will be reflected in the quality of the final product. The contributions and support of each committee member helps assure that the candidate will complete a quality dissertation.

Responsibilities of Committee Members

1. Assist the candidate by:
 - a) critiquing all written materials submitted by the candidate.
 - b) conferring in the selection of instrumentation and statistical analyses congruent with the research design.
 - c) providing content, methodological, and/or statistical expertise related to the

research problem under study.

2. Presents concerns and suggestions to the dissertation chair and candidate during the prospectus development process.
3. Recommends additional committee meetings to the dissertation chair when needed.
4. Participates in the prospectus review and dissertation defense.

APPENDICES

A-DISSERTATION FORMAT REQUIREMENTS

B-SAMPLE PROSPECTUS CONTENTS

C-SAMPLE DISSERTATION CONTENTS

D-COMPONENTS OF THE PH.D. IN EDUCATION

E-PH.D. IN EDUCATION PROGRAM OVERVIEW

F-PROGRAM FORMS

APPENDIX A

DISSERTATION FORMAT REQUIREMENTS

**SCHOOL OF EDUCATION
VIRGINIA COMMONWEALTH UNIVERSITY
DISSERTATION FORMAT REQUIREMENTS**

Introduction

This handout describes the basic format requirements for a dissertation in the Ph.D. in Education program. It should be used as a guide to format first the prospectus and subsequently the completed dissertation. Except where specifically contradicted by the School of Graduate Studies Thesis and Dissertation Manual, students should follow the Publication Manual of the American Psychological Association, 5th Edition, the accepted style guide for the School of Education.

I. Format and Appearance

A. Paper:

The paper should be permanent paper, white, 8 ½ x11 in size. For specifics regarding acceptable paper types, weights, and permanency requirements, see Appendix 2, University Library Services School and Department Guidelines for Processing Theses and Dissertations. The same brand and quality of paper must be used throughout the dissertation.

B. Preparation:

1. Typing. All textual material should be word processed. Type produced by a dot-matrix printer is not acceptable. Courier 10 or an equivalent computer font size is generally accepted as standard and should be used throughout the dissertation. Pica and elite type sizes are acceptable. Non-standard type faces such as script are not acceptable.

The text of the manuscript should be double spaced, but long tables, long quotations (defined as 100 words, or as stipulated within the student's discipline and applied consistently), footnotes, and multi-line captions should be single spaced.

2. Margins. The following minimum margins must be observed: top, 1.25 inch; bottom, 1.25 inch; left margin, 1.25 inch; and right margin, 1.25 inch. All tables and figures should conform to the margin requirements. Typing should never cross these margins.

3. Pagination. Every page on which any typing, figure, table, or drawing appears is counted and numbered with the following exceptions: the approval sheet is neither counted nor numbered; if a cover sheet is used to precede the appendices, it is neither counted nor numbered; the title page is counted but not numbered. All numbers are placed without punctuation in the upper - right hand corner, 1 inch from the top edge and 1.25 from the right margin, except on the first page of chapters, where the number is centered 1 inch from the bottom edge. The preliminary pages (those preceding the text of the thesis/dissertation) are numbered consecutively in lower case Roman numerals placed in the normal numbering position. The first page to be numbered will be the first page following the title page, and it will be numbered ii. The text and reference pages are numbered

consecutively in Arabic numerals, beginning with 1 on the first page of the text.

4. Tables and Figures. The word table designates tabulated numerical data used in the body of the dissertation and in appendices. The word figure designates all other non-verbal material, such as illustrations, charts, graphs, maps, photographs, drawings, and diagrams.

Tables and figures are numbered in separate series. Each table and figure, including any in the appendix, must be numbered consecutively in Arabic numerals in its own series. The captions for figures and tables must be identical with those used in the list of tables and the list of figures and the list of figures in the preliminary pages.

I. Arrangement of Contents

A. The dissertation typically includes the following parts arranged in the order given.

1. Front flyleaf (blank)
2. Approval sheet (see Ph.D. handbook)
3. Copyright page (optional)
4. Title page
5. Acknowledgment or dedication page (optional)
6. Table of contents
7. List of tables (if used)
8. List of figures (if used)
9. List of abbreviations or symbols (if used)
10. Abstract
11. Body of dissertation (chapters)
12. List of references
13. Appendices (if used)
14. Biography (vita)
15. Back flyleaf (blank)

B. Reference material:

The references section should begin with a cover sheet headed List of References, centered without punctuation. This page is counted and numbered. The heading is repeated on the first page of the bibliography itself, two inches from the top, centered, and without punctuation. The list of sources begins four spaces below the heading.

C. Vita:

The bibliography (and any appendices which would be counted and numbered and entitled as is the bibliography) should be followed by a brief biographical sketch of the writer, giving date and place of birth.

School of Education
Virginia Commonwealth University
DISSERTATION FORMAT REQUIREMENTS

1/2000

I. Format and Appearance

A. Paper:

Permanent 8.5x11

B. Preparation

1. Typing: *Word processed

*10 or 12 font size

Text: *Double spaced

*Single spaced: long tables, long quotations (100+ words), footnotes, multi-line captions

2. Margins: *All margins 1.25 inch

3. Pagination: *Every page is counted and numbered

*Except: approval sheet, cover sheet (precede the appendices, title page is counted but NOT numbered

*Numbers are placed in the upper right hand corner, 1 inch from the top edge and 1.25 from the right margin

*Except on first page of chapters: number is centered 1 inch from the bottom edge

*Preliminary pages preceding the text: lower case Roman numerals

*First page to be numbered = first page after the title page, will be ii

*Text and references are numbered consecutively in Arabic numerals, beginning with 1 on the first page of the text

4. Table: tabulated numerical data used in the body

*numbered consecutively in Arabic numerals

Figure: illustrations, charts, graphs, maps, photographs, drawings, diagrams

*numbered consecutively in Arabic numerals

II. Arrangement of Contents

A. Parts:

1. Front flyleaf (blank)

2. Approval sheet

3. Copyright page (optional)

4. Title page

5. Acknowledgment or dedication page (optional)

6. Table of contents

7. List of tables (if used)

8. List of figures (if used)

9. List of abbreviations or symbols (if used)

10. Abstract

11. Body (chapters)

12. List of references

13. Appendices (if used)

14. Biography (vita)

15. Back flyleaf (blank)

B. Reference material:

*Cover sheet headed List of References, centered without punctuation

*Counted and numbered

*Heading is repeated on the first page of the bibliography itself, 2 inches from the top, centered, without punctuation

*List of sources begin 4 spaces below the heading

C. Vita:

*Brief biographical sketch

APPENDIX B

SAMPLE PROSPECTUS CONTENTS

Sample Prospectus Contents

*[Title Page]

*[Table of Contents]

I.	INTRODUCTION	
	Statement of Problem.....	
	Rationale for Study of Problem	
	Statement of Purpose	
	Literature/Research Background	
	Research Questions.....	
	Methodology	
	Summary	
II.	REVIEW OF LITERATURE	
	Overview of Related Areas.....	
	*[Organized review of literature/research]	
	Definition of terms.....	
III.	METHODOLOGY	
	Design	
	Population	
	Instrumentation	
	Procedure	
	Data Analysis	
	Limitations	
	REFERENCES	
	APPENDICES	

* Bracketed portions indicate that dissertation specific information, rather than the indicated heading, should be provided in the actual prospectus.

APPENDIX C

SAMPLE DISSERTATION CONTENTS

Sample Dissertation Contents

*Dissertation Approval Certificate page

Abstract

*[Title Page]

Acknowledgements

*[Table of Contents]

List of Tables

I.	INTRODUCTION	
	Statement of Problem.....	
	Rationale for Study of Problem	
	Statement of Purpose	
	Literature/Research Background	
	Research Questions.....	
	Methodology	
	Findings and Conclusions.....	
	Summary	
II.	REVIEW OF LITERATURE	
	Overview of Related Areas.....	
	*[Organized review of literature/research]	
	Definition of terms.....	
III.	METHODOLOGY	
	Design	
	Population	
	Instrumentation	
	Procedure	
	Data Analysis.....	
	Limitations	
IV.	FINDINGS	
	Results	
	Discussion.....	
V.	CONCLUSIONS AND RECOMMENDATIONS	
	REFERENCES	
	APPENDICES	
	VITA	

* Bracketed portions indicate that dissertation specific information, rather than the indicated heading, should be provided in the actual prospectus.

APPENDIX D

COMPONENTS OF THE PH.D. IN EDUCATION PROGRAM

COMPONENTS OF THE PH.D. IN EDUCATION PROGRAM

	<u>Minimum Number of Hours</u>
1. FOUNDATIONS COMPONENT	9
Theoretical and Social Issues in Urban Institutional Development and Change	
2. RESEARCH COMPONENT	12
Statistics, Research Design, and Education Evaluation	
3. CONCENTRATION COMPONENT	15
Major Area of Study	
4. COGNATE COMPONENT	9
Minor Area of Study	
5. EXTERNSHIP COMPONENT	3
On-Site Work Experience in a Related Work Setting	
6. DISSERTATION COMPONENT	9
Dissertation Seminar and Dissertation Research	
7. RESTRICTED ELECTIVE	3
To be taken in either the Concentration, Cognate, or Dissertation Components	
Total Minimum Post-Masters Hours	60

APPENDIX E

PH.D. IN EDUCATION PROGRAM OVERVIEW

Ph.D. in Education Program Overview

FOUNDATION COMPONENT (9 hours minimum)

EDUS 701: Urban Education
EDUS 795: Professional Seminar in Educational Issues
SOCY 650: Theories of Social and Institutional Change
PHIL 713: Ethics and Public Policy
or
PHIL 635: Philosophy of the Social Sciences

RESEARCH COMPONENT (12 hours minimum)

STAT/SOCY 608: Statistics for Social Research
EDUS 710: Educational Research Design
EDUS 711: Qualitative Research Methods & Analysis
Three credit research elective

CONCENTRATION COMPONENT (15 hours minimum)

Adult Education & Human Resource Development Track (Recommended Sequence)

ADLT 700: Management of Adult Education and Human Resource Development Programs
ADLT 701: Advanced Program Planning in Adult Education and Human Resource Development
ADLT 702: Seminar in Adult Learning Theories
ADLT 703: The Adult Education and Human Resource Development Training Consultant
ADLT 704: Groups, Teams, and Organizational Learning
ADLT 705: Global Human Resource Development

Note: ADLT 601: The Adult Learner and ADLT 602: Adult Education Program, Planning, are prerequisite courses for those candidates not possessing a Masters Degree in Adult Education and should be taken as early as possible in the program.

Educational Leadership Track (Recommended Sequence)

ADMS 702: Educational Administration: Contemporary Theory and Practice
ADMS 701: Development & Implementation of Educational Policy
ADMS 704: School Business Administration
ADMS 706: Advanced Supervision of Instruction
ADMS 707: Advanced Educational Law

Instructional Leadership Track (Required Sequence)

TEDU 617: Instructional Models
ADMS 701: Development & Implementation of Educational Policy
TEDU 730: Educational Staff Development Procedures & Process
TEDU 731: Instructional Theories and Strategies
Elective

Research and Evaluation Track
Research Concentration (Select 5 courses)

SOCY 623: Causal Analysis
SOCY 605: Survey Research Methods
EDUS 790: Educational Research Seminar
NURS 772: Qualitative Research Design
MGMT 643: Applied Multivariate Methods

EDUS 651: Topics in Education
PPAD 721: Survey of Applied Methods in PP & A
PPAD 711: Seminar in Public Policy and Administration

Evaluation Concentration (Select 5 courses)

EDUS 661: Educational Evaluation
EDUS 662: Educational Measurement & Evaluation
EDUS 790: Seminar in Educational Research and Evaluation
PPAD 627: Workshop in Policy Analysis and Evaluation
SOCY605: Survey Research Methods

*Special Education and Disability Policy Leadership Track
(Required Sequence)*

TEDU 705: Seminar on Disability Policy
TEDU 706: Personnel Development in Special Education
TEDU 707: Critical Issues in Special Education
TEDU 708: Designing, Funding and Conducting Research in special Education
TEDU 709: Directed Readings in Special Education

Urban Services Leadership Track

Courses in Career-relevant skills within an urban context with approval of advisor. Either the Concentration Component **or** the Cognate Component must be developed in the School of Education, but not both.

Other

COGNATE COMPONENT (9 hours minimum)

Courses outside of the primary discipline which complements the student's Concentration component.

Educational Leadership Track, Research and Evaluation Track, Adult Education and Human Resource Development Track

The Concentration and Cognate Components combined must include at least 9 credit hours outside of the School of Education.

Instructional Leadership Track and Special Education and Disability Leadership Track

Cognate must be developed outside of the School of Education.

Urban Services Leadership Track

Either the Concentration Component **or** the Cognate Component must be developed in the School of Education, but not both.

EXTERNSHIP COMPONENT (3 hours minimum)

EDUS 700: Externship

DISSERTATION COMPONENT (9 hours minimum)

EDUS 890: Dissertation Seminar (3 hrs.)
EDUS 899: Dissertation Research (6 hrs. minimum)

RESTRICTED ELECTIVE (3 hours minimum)

To be taken in either the Concentration, Cognate, or Dissertation Component

TOTAL MINIMUM CREDITS: 60

APPENDIX F

PROGRAM FORMS

STUDENT PRELIMINARY PLANNING FORM

FINAL PROGRAM PLAN OF STUDY FORM

REQUEST FOR CHANGE IN FINAL PROGRAM PLAN OF STUDY

EXTERNSHIP APPLICATION

PROSPECTUS REVIEW REPORT

DISSERTATION DEFENSE REPORT

DISSERTATION APPROVAL CERTIFICATE SAMPLE

Ph.D. in Education Program
STUDENT PRELIMINARY PLANNING FORM
 To be submitted by the end of the student's 15th credit hour.

STUDENT NAME: _____ TRACK: _____ DATE: _____

	HOURS	SEMESTER	GRADE
FOUNDATION COMPONENT (9 HOURS MINIMUM)			
EDUS 701: Urban Education	3		
EDUS 795: Professional Seminar in Educational Issues	3		
SOCY 650: Theories of Social and Institutional Change	3		
PHIL 713: Ethics and Public Policy or PHIL 635: Philosophy of the Social Sciences	3		
RESEARCH COMPONENT (12 HOURS MINIMUM)			
STAT/SOCY 608: Statistics for Social Research	3		
EDUS 710: Educational Research Design	3		
EDUS 711: Qualitative Methods and Analysis	3		
Three Credit Research Elective	3		
CONCENTRATION COMPONENT (15 HOURS MINIMUM)			
COGNATE COMPONENT (9 HOURS MINIMUM)			
EXTERNSHIP COMPONENT (3 HOURS MINIMUM)			
EDUS 700: Externship	3		
DISSERTATION COMPONENT (9 HOURS MINIMUM)			
EDUS 890: Dissertation Seminar	3		
EDUS 899: Dissertation Research	6		
RESTRICTED ELECTIVE (3 HOURS MINIMUM)			
PREREQUISITE COURSES (AS APPLICABLE)			
TRANSFER COURSES (9 HOURS MAXIMUM)			

Revised 5/06 Advisor's Initials and Date: _____ Directors Initials and Date: _____

Ph.D. in Education Program
FINAL PROGRAM PLAN OF STUDY FORM
 To be submitted by the end of the students 27th credit hour.

STUDENT NAME: _____ TRACK: _____ COGNATE: _____

	HOURS	SEMESTER	GRADE
FOUNDATION COMPONENT (9 HOURS MINIMUM)			
EDUS 701: Urban Education	3		
EDUS 795: Professional Seminar in Educational Issues	3		
SOCY 650: Theories of Social and Institutional Change	3		
PHIL 713: Ethics and Public Policy or PHIL 635: Philosophy of the Social Sciences	3		
RESEARCH COMPONENT (12 HOURS MINIMUM)			
STAT/SOCY 608: Statistics for Social Research	3		
EDUS 710: Educational Research Design	3		
EDUS 711: Qualitative Methods and Analysis	3		
Three Credit Research Elective	3		
CONCENTRATION COMPONENT (15 HOURS MINIMUM)			
COGNATE COMPONENT (9 HOURS MINIMUM)			
EXTERNSHIP COMPONENT (3 HOURS MINIMUM)			
EDUS 700: Externship	3		
DISSERTATION COMPONENT (9 HOURS MINIMUM)			
EDUS 890: Dissertation Seminar	3		
EDUS 899: Dissertation Research	6		
RESTRICTED ELECTIVE (3 HOURS MINIMUM)			
PREREQUISITE COURSES (AS APPLICABLE)			
TRANSFER COURSES (9 HOURS MAXIMUM)			

STUDENT'S SIGNATURE _____ DATE _____

ADVISOR'S SIGNATURE _____ DATE _____

DIRECTOR OF Ph.D. in Education SIGNATURE _____ DATE _____

Revised 5/05

**Virginia Commonwealth University
School of Education
Ph.D. in Education Program**

PROSPECTUS REVIEW REPORT

Title of Prospectus (Copy of prospectus to be filed with Office of Doctoral Studies):

This is to certify that the undersigned have read and approved the Prospectus of:

_____ presented on _____
Student Date

Comments:

Dissertation Committee Chair

Committee Member

Committee Member

Committee Member

Committee Member

Committee Member

Copies to: Office of Doctoral Studies, Dissertation Chair, Student
Revised 5/05

**Virginia Commonwealth University
School of Education
Ph.D. in Education Program**

DISSERTATION DEFENSE REPORT

Title of Dissertation (Copy of dissertation to be filed with Office of Doctoral Studies):

This is to certify that the undersigned have read and approved the dissertation of:

_____ presented on _____
Student Date

Comments:

Dissertation Committee Chair Committee Member

Committee Member Committee Member

Committee Member Committee Member

Copies to: Office of Doctoral Studies, Dissertation Chair, Student
Revised 5/05

Ph.D. in Education
DISSERTATION APPROVAL CERTIFICATE SAMPLE
Note: This is a guideline. Each student must prepare his/her own certificate.

School of Education
 Virginia Commonwealth University

Dissertation Approval Certificate

This is to certify that the dissertation prepared by [insert name] entitled

[insert title -- center]

has been approved by [insert his/her] committee as satisfying completion of the dissertation requirement for the degree of Doctor of Philosophy.

Director of Dissertation	Pass	Fail
--------------------------	------	------

Committee Member	Pass	Fail
------------------	------	------

Committee Member	Pass	Fail
------------------	------	------

Committee Member	Pass	Fail
------------------	------	------

Committee Member	Pass	Fail
------------------	------	------

Director, Ph.D. in Education program	Pass	Fail
--------------------------------------	------	------

Dean, School of Education	Pass	Fail
---------------------------	------	------

Dean, Graduate Studies	Pass	Fail
------------------------	------	------

Date _____

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